

## Myrtle Beach Intermediate

3301 Oak Street  
Myrtle Beach, South Carolina 29577

**Grades** 4-5 Elementary School

**Enrollment** 566 Students

**Principal** Cathy Slater 843-626-5831

**Superintendent** Dr. Bobby Nalley, Acting  
Superintendent 843-488-6700

**Board Chair** Will Garland 843-358-8002

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	33	52	3	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 27 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Below Average	No
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Excellent	Excellent	Yes
<b>2006</b>	Good	Unsatisfactory	Yes

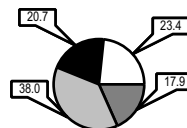
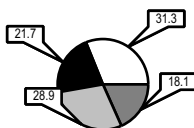
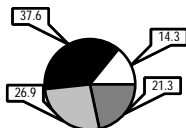
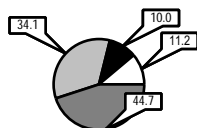
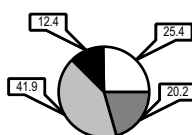
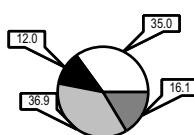
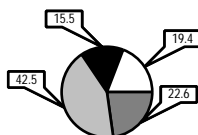
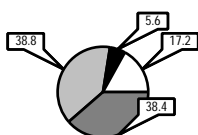
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	555	98.7	11.6	33.7	44.7	10.0	65.3	Yes	Yes
<b>Gender</b>									
Male	305	98.0	17.0	35.1	43.8	4.2	59.2	N/A	N/A
Female	250	99.6	5.3	32.0	45.8	16.9	72.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	318	98.4	5.9	25.5	53.5	15.0	79.7	Yes	Yes
African American	144	99.3	21.5	52.3	25.4	0.8	35.4	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	66	100.0	17.6	33.3	41.2	7.8	62.7	Yes	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	460	99.6	7.5	30.5	50.1	11.9	72.9	N/A	N/A
Disabled	95	94.7	33.8	50.6	15.6	0.0	24.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	98.7	11.6	33.7	44.7	10.0	65.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	55	98.2	28.2	43.6	28.2	0.0	35.9	I/S	Yes
Non-Limited English Proficient	500	98.8	10.2	32.8	46.1	10.9	67.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	331	98.5	16.8	45.3	33.2	4.7	50.4	Yes	Yes
Full-pay meals	224	99.1	5.1	19.0	59.3	16.7	84.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	555	98.9	13.4	27.1	21.6	37.9	68.2	Yes	Yes
<b>Gender</b>									
Male	305	98.0	16.6	24.2	20.0	39.2	67.5	N/A	N/A
Female	250	100.0	9.7	30.5	23.5	36.3	69.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	318	98.4	6.6	20.6	19.9	52.8	79.0	Yes	Yes
African American	144	99.3	27.7	37.7	23.8	10.8	46.9	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	66	100.0	15.7	35.3	19.6	29.4	62.7	Yes	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	460	99.8	6.5	26.8	24.4	42.3	75.6	N/A	N/A
Disabled	95	94.7	50.6	28.6	6.5	14.3	28.6	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	98.9	13.4	27.1	21.6	37.9	68.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	55	100.0	22.5	45.0	15.0	17.5	42.5	I/S	Yes
Non-Limited English Proficient	500	98.8	12.6	25.5	22.2	39.7	70.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	331	98.5	21.2	33.2	23.7	21.9	56.9	Yes	Yes
Full-pay meals	224	99.6	3.7	19.4	18.9	58.1	82.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	555	98.7	31.7	28.7	18.0	21.6	39.6
<b>Gender</b>							
Male	305	98.0	34.1	26.7	17.4	21.9	39.3
Female	250	99.6	28.9	31.1	18.7	21.3	40.0
<b>Racial/Ethnic Group</b>							
White	318	98.7	17.9	27.2	22.4	32.4	54.8
African American	144	99.3	58.8	30.5	9.2	1.5	10.7
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	66	98.5	41.2	33.3	15.7	9.8	25.5
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	460	99.3	25.4	29.3	20.1	25.2	45.3
Disabled	95	95.8	63.4	25.6	7.3	3.7	11.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	98.7	31.7	28.7	18.0	21.6	39.6
<b>English Proficiency</b>							
Limited English Proficient	55	96.4	61.5	30.8	5.1	2.6	7.7
Non-Limited English Proficient	500	99.0	29.2	28.5	19.1	23.2	42.3
<b>Socio-Economic Status</b>							
Subsidized meals	331	98.2	45.7	31.3	12.9	10.1	23.0
Full-pay meals	224	99.6	13.8	25.3	24.4	36.4	60.8

<b>Social Studies</b>							
All Students	555	98.7	23.7	37.9	17.8	20.6	38.5
<b>Gender</b>							
Male	305	98.0	26.8	34.6	17.1	21.6	38.7
Female	250	99.6	20.0	41.8	18.7	19.6	38.2
<b>Racial/Ethnic Group</b>							
White	318	98.7	14.5	35.6	21.1	28.7	49.8
African American	144	99.3	38.2	47.3	11.5	3.1	14.5
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	66	98.5	35.3	31.4	19.6	13.7	33.3
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	460	99.3	17.4	39.0	19.9	23.7	43.6
Disabled	95	95.8	55.6	32.1	7.4	4.9	12.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	98.7	23.7	37.9	17.8	20.6	38.5
<b>English Proficiency</b>							
Limited English Proficient	55	96.4	56.4	25.6	12.8	5.1	17.9
Non-Limited English Proficient	500	99.0	20.9	38.9	18.2	22.0	40.2
<b>Socio-Economic Status</b>							
Subsidized meals	331	98.2	34.7	41.5	13.7	10.1	23.8
Full-pay meals	224	99.6	9.7	33.2	23.0	34.1	57.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	258	98.5	11.1	33.2	44.7	11.1	55.7
	5	284	98.6	11.5	39.3	44.3	5.0	49.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	287	98.3	12.8	34.0	43.6	9.6	53.2
	5	268	99.3	10.4	33.3	45.8	10.4	56.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	259	100.0	5.0	31.5	26.9	36.6	63.4
	5	284	99.7	9.5	35.7	28.5	26.2	54.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	287	98.3	16.8	28.8	18.8	35.6	54.4
	5	268	99.6	10.0	25.3	24.5	40.2	64.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	259	98.5	24.2	33.5	21.2	21.2	42.4
	5	284	98.6	29.4	34.7	18.3	17.6	35.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	287	98.3	35.8	24.8	16.5	22.8	39.4
	5	268	99.3	27.4	32.8	19.5	20.3	39.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	259	98.5	11.4	47.5	23.7	17.4	41.1
	5	284	98.6	29.0	41.6	16.4	13.0	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	287	98.3	22.5	38.3	20.2	19.0	39.1
	5	268	99.3	24.9	37.3	15.4	22.4	37.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 566)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.5%	Down from 0.9%	2.7%	2.8%
Attendance rate	96.8%	Down from 97.1%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Down from 7.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Down from 4.6%	0.0%	0.0%
Eligible for gifted and talented	29.3%	Down from 32.3%	12.2%	10.4%
On academic plans	27.8%	N/AV	33.2%	33.6%
On academic probation	0.0%	N/AV	2.8%	1.0%
With disabilities other than speech	13.6%	Up from 11.1%	8.1%	7.5%
Older than usual for grade	1.9%	Down from 2.0%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	37.1%	No change	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.6%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 6.7%	0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 86.2%	88.3%	87.3%
Teacher attendance rate	96.7%	Down from 97.3%	94.8%	94.9%
Average teacher salary	\$43,293	Up 3.0%	\$42,820	\$42,485
Prof. development days/teacher	18.7 days	Up from 13.3 days	13.4 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 23.0 to 1	19.0 to 1	18.6 to 1
Prime instructional time	93.1%	Down from 93.4%	89.9%	89.7%
Dollars spent per pupil*	\$7,534	Up 24.2%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	55.7%	Down from 64.0%	64.2%	64.0%
Percent of expenditures for instruction*	59.7%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.5%	Up from 95.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

2005-2006 was an exciting year of growth and challenge for Myrtle Beach Intermediate School. Our theme for the year was "I am Someone Who Makes a Difference," and everyone worked together throughout the year to make that statement a reality. Students, parents, community members and teachers came together in this respect, working diligently toward enhancing an environment that promoted citizenship, academics and service. This year Myrtle Beach Intermediate School celebrated several awards of distinction. We were honored to be named a Palmetto's Finest school, one of the most prestigious awards in the state. We also received the Writing Improvement Network's coveted Exemplary Writing Award. In addition Myrtle Beach Intermediate was a South Carolina Palmetto Gold School and was recognized by the Educational Oversight Committee for Closing the Achievement Gap. Additionally, the State Department of Education informed us in mid-year that our prior year's report card rating had been changed to reflect that we had in fact met all our AYP objectives for 2004-05.

We analyzed our progress throughout the year in order to ensure that our students were continually challenged. Every student at Myrtle Beach Intermediate spent time each day in instruction that was specifically designed for his/her identified performance level. Students had many diverse learning opportunities. They participated in integrated technology projects, yearlong multi-genre projects, service learning, and valuable study trips. Students had opportunities to learn from visitors such as artists-in-residence. Community members served as mentors for a number of our students and will continue their mentorship through each student's 8th grade year. This year our entire fifth grade had the opportunity to travel to Washington, DC to get firsthand experience with many of the social studies standards they had studied.

Our school participated in Measures of Academic Progress (MAP), a diagnostic tool that allowed us to measure students' progress continually throughout the year. School-wide professional development for teachers included weekly team planning times which focused on improving instruction and student achievement in reading comprehension and improving social studies and science instruction. Over twenty teachers participated in a three-day professional development retreat in August designed to set our theme and instructional focus for the year. Three teachers achieved National Board Certification, bringing our total to nine. Ashley Gasperson was Myrtle Beach Intermediate's Teacher of the Year as well as one of the top five finalist teachers for Horry County Schools.

The Myrtle Beach Intermediate School family is proud to celebrate the successes of 2005-2006.

Dottie Brown, Principal, 2005-06  
Robin Russell, School Improvement Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	222	121
Percent satisfied with learning environment	100.0%	94.1%	94.2%
Percent satisfied with social and physical environment	100.0%	90.4%	87.5%
Percent satisfied with school-home relations	100.0%	92.7%	87.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.